

Exceeding 1% Cap on Participation in State Alternate Assessment Intermediate School District (ISD) Summary Justification Form FY 2023-2024

ISD Name: **Van Buren ISD**

All intermediate school districts must complete this summary form regarding the percentage of students assessed using Michigan’s alternate assessment (MI-Access). This includes justification forms from member districts/public school academies (PSA) that assessed more than 1% of students in the spring of 2023 using MI-Access.

Data

Below are the 1% Participation Rates for Van Buren ISD:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	7562	119	1.6
Mathematics	7565	115	1.5
Science	3291	53	1.6
Social Studies	3272	36	1.1

Data	Total
Number of member districts/PSAs including the ISD	13
Number of member districts/PSAs including the ISD (only if the ISD runs internal programs) that assessed more than 1% of all students tested in the spring of 2023 using MI-Access (in grades 3-8 and 11)	13

Technical Assistance and Professional Development

Tier I: In the winter of 2023, MDE provided feedback to each ISD, providing recommendations regarding technical assistance or professional development for their constituent districts. ISDs responded to this feedback in a variety of ways and carried out support to districts as appropriate. In the first table below, outline the general technical assistance or professional development provided to **all** districts regarding state assessment decisions or better targeting instruction. Specific or targeted technical assistance provided to a small groups of districts to address specific concerns should not be listed here, but rather in the next section (Tier II/III).

Date Occurred or Planned	Summary of Technical Assistance and/or Professional Development
12/04/2023	The Administrator of Program Accountability created an updated procedural checklist for VBISD Program and Member District teams entitled "Making Data-Informed State Assessment Decisions" and released the checklist for review and feedback to special education administration. The new checklist includes most recent information provided to VBISD from the MDE activities given to Teir II and III districts in the spring/summer of 2023 and links to MDE's "Should my student take an alternative assessment" decision making tool.
01/01/2024	In the most recent Special Education Newsletter, shared with VBISD special education staff and member districts, the newly developed procedural checklist was included as a featured resource for IEP teams.

Tier II/III: MDE's response to ISDs in 2023 (based on 2022 data) provided specific recommendations for each LEA, based on their participation rate or other information provided on Justification Forms. Please outline targeted assistance provided (or planned) to member districts following MDE's recommendation. Please include assistance provided that may have exceeded MDE recommendations.

Member District	Date Occurred or Planned	Summary of Technical Assistance and/or Professional Development
Michigan Online School	12/12/2023	VBISD and MDE developed resources for state assessment guidance were provided to Michigan Online School's special education administrators but the VBISD Administrator of Program Accountability. These resources will be shared by MOS special education administrators at ongoing trainings throughout the school year.
Paw Paw Public School District	11/30/2023	An onsite training and work session was hosted for Special Education Supervisors in Tier II&III districts. During this work session, supervisors pulled data from PowerSchool Special Programs to analyze student data for those currently slated to take alternative assessment. In addition to this, technical assistance was offered as Supervisors completed their district justification forms.
Lawton Community School District	11/30/2023	An onsite training and work session was hosted for Special Education Supervisors in Tier II&III districts. During this work session, supervisors pulled data from PowerSchool Special Programs to analyze student data for those currently slated to take alternative assessment. In addition to this, technical assistance was offered as Supervisors completed their district justification forms.

Member District	Date Occurred or Planned	Summary of Technical Assistance and/or Professional Development
Hartford Public Schools	11/30/2023	An onsite training and work session was hosted for Special Education Supervisors in Tier II&III districts. During this work session, supervisors pulled data from PowerSchool Special Programs to analyze student data for those currently slated to take alternative assessment. In addition to this, technical assistance was offered as Supervisors completed their district justification forms.
Covert Public Schools	11/30/2023	An onsite training and work session was hosted for Special Education Supervisors in Tier II&III districts. During this work session, supervisors pulled data from PowerSchool Special Programs to analyze student data for those currently slated to take alternative assessment. In addition to this, technical assistance was offered as Supervisors completed their district justification forms.
Bloomingdale Public School District	11/30/2023	An onsite training and work session was hosted for Special Education Supervisors in Tier II&III districts. During this work session, supervisors pulled data from PowerSchool Special Programs to analyze student data for those currently slated to take alternative assessment. In addition to this, technical assistance was offered as Supervisors completed their district justification forms.
Bangor Public Schools (Van Buren)	11/30/2023	An onsite training and work session was hosted for Special Education Supervisors in Tier II&III districts. During this work session, supervisors pulled data from PowerSchool Special Programs to analyze student data for those currently slated to take alternative assessment. In addition to this, technical assistance was offered as Supervisors completed their district justification forms.
Bangor Public Schools (Van Buren)	02/16/2024	District Special Education Staff will receive professional development from VBISD Consultant and Administrator of Program Accountability. This professional development will include information and resources to utilize in making data informed decisions related to state assessment and allow teams time to look at their current caseloads and analyze current student data to identify any students who may benefit from a review of the assessment they will be taking in the spring of 2024.

What resources or support does the ISD need from MDE to continue to provide targeted assistance or professional development to member districts on the topic of alternate assessment participation?

None at this time

Assurances

Please provide the following assurances.

The ISD has provided or will provide targeted assistance to member districts/PSAs that have been flagged for disproportionality for participation in the alternate assessment as outlined on the previous page.

Yes No

Targeted assistance and professional development include an emphasis on member districts/PSAs using the State assessment selection guidance documents and online trainings.

Yes No

Assessment selection is an IEP Team decision and will not be overridden by administrative or procedural decisions.

Yes No

Member District Exceeding 1% Cap Justification Form FY 2023-2024

Member District: Van Buren ISD

The *Every Student Succeeds Act* (ESSA) places a 1% cap on alternate assessment (MI-Access) participation at the state level. Member districts that contribute to the state exceeding its participation cap must submit information to the Intermediate School District (ISD) justifying the need to exceed the 1% threshold. In addition, ISDs that run programs (functioning as a member district) must complete the form as a member district.

Each ISD collects information from member districts to submit to the state.

Data

Below are the 1% Participation Rates for Van Buren ISD:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	50	29	58
Mathematics	50	29	58
Science	20	15	75
Social Studies	5	0	0

By checking this box, the user acknowledges the data in the above table can be verified against the district level data provided in the ISD level report.

Contributing Factors

Did the district test fewer than 500 students total using statewide assessments?

Yes No

Select the option that applies:

Fewer than 5 students took MI-Access. 5 or more students took MI-Access.

Did the district operate a center-based program or regional collaborative for students with the most significant cognitive disabilities (serving students from in and outside of the district within a region or ISD)?

Yes No

Utilizing the Alternate Assessment data (page 1), complete the following table.

Assessment Data Table	Number
Total number of students taking spring summative assessments in grade 3-8 and 11 only (M-STEP + PSAT Grade 8 + SAT + MI-Access).	50
Total Number of students tested with MI-Access in grades 3-8 and 11.	29
Students from outside the district placed in district’s regional center-based program by IEP team (do not include students who are residents of the district or who have enrolled through school of choice processes).	50
Adjusted Total	0
Adjusted Participation Number	0
Adjusted Rate	0%

Please describe other justification:

The VBISD operates two center-based programs for students with significant disabilities, Bert Goens Learning Center (BGLC) and Maple Creek Education Center (MCEC). BGLC's program is designed to support students with the most complex and significant disabilities while MCEC supports students with disabilities that severely impact their behavioral and social emotional development. These programs are included as a part of Van Buren County's continuum of education placements and are available to students with disabilities throughout the member districts VBISD supports. For this reason, there is a greater than average population of students taking alternative assessment in these programs, as they are designed to support the educational needs of students with the most significant disabilities within our county. IEP teams at BGLC and MCEC continue to utilize MDE and VBISD tools to support annual conversations regarding assessment decisions and ensure students are taking the assessment which most closely meets their instructional and individual needs.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District’s Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	60.8%%

Using students’ IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2024 projected participation rate.

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	50
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	29
Projected Participation Rate for 2024	58%

Local Plan

Member districts are expected to provide professional development and technical assistance to staff to ensure high expectations are being held for all students, including students with the most significant cognitive disabilities. This includes reviewing local data, IEPs, student outcomes, and ISD feedback as part of that process.

Did the district provide professional development to new and existing staff regarding the definition of "Students with the Most Significant Cognitive Disabilities"?

Yes No

Did the district use a formal process to review and record decisions made by IEP Teams regarding assessment selection?

Yes No

Did the district use outcomes data (current and past results from MI-Access, district level data, progress monitoring data, and other formative classroom data) for the purposes of targeting instruction for students who took and are designated to take MI-Access?

Yes No

Did the district receive feedback on the participation rate for students taking MI-Access with recommended action from the ISD as a result of the submitted justification forms last year (this may have come later in the spring)?

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2023 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
All special education staff	Updated guidance documents on making state assessment decision was shared to all special education staff. Center-based program directors will review updated powerpoint presentation slides with their staff at meetings occurring in the spring of 2024.	05/17/2024	Planned

Resources and Technical Assistance

Does the member district require additional resources and technical assistance from the ISD or MDE to ensure students are being assessed using the most appropriate state summative assessment tool based on the state guidelines?

Yes No

Assurances

Please provide the following assurances.

The member district IEP Team members follow the state guidelines for participation in the alternate assessment.

Yes No

The member district allows IEP Team members to decide which students take an alternate assessment.

Yes No

The member district addresses any issues of disproportionality in statewide assessment.

Yes No

Member District Exceeding 1% Cap Justification Form FY 2023-2024

Member District: Bangor Public Schools (Van Buren)

The *Every Student Succeeds Act* (ESSA) places a 1% cap on alternate assessment (MI-Access) participation at the state level. Member districts that contribute to the state exceeding its participation cap must submit information to the Intermediate School District (ISD) justifying the need to exceed the 1% threshold. In addition, ISDs that run programs (functioning as a member district) must complete the form as a member district.

Each ISD collects information from member districts to submit to the state.

Data

Below are the 1% Participation Rates for Bangor Public Schools (Van Buren):

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	479	10	2.1
Mathematics	479	10	2.1
Science	206	7	3.4
Social Studies	206	7	3.4

By checking this box, the user acknowledges the data in the above table can be verified against the district level data provided in the ISD level report.

Contributing Factors

Did the district test fewer than 500 students total using statewide assessments?

Yes No

Select the option that applies:

Fewer than 5 students took MI-Access. 5 or more students took MI-Access.

Did the district operate a center-based program or regional collaborative for students with the most significant cognitive disabilities (serving students from in and outside of the district within a region or ISD)?

Yes No

Please describe other justification:

Bangor School District does not operate a center based program. All center-based programs are operated by the county Intermediate School District.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	1.4%%

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2024 projected participation rate.

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	483
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	8
Projected Participation Rate for 2024	1.7%

Local Plan

Member districts are expected to provide professional development and technical assistance to staff to ensure high expectations are being held for all students, including students with the most significant cognitive disabilities. This includes reviewing local data, IEPs, student outcomes, and ISD feedback as part of that process.

Did the district provide professional development to new and existing staff regarding the definition of "Students with the Most Significant Cognitive Disabilities"?

Yes No

Did the district use a formal process to review and record decisions made by IEP Teams regarding assessment selection?

Yes No

Did the district use outcomes data (current and past results from MI-Access, district level data, progress monitoring data, and other formative classroom data) for the purposes of targeting instruction for students who took and are designated to take MI-Access?

Yes No

Did the district receive feedback on the participation rate for students taking MI-Access with recommended action from the ISD as a result of the submitted justification forms last year (this may have come later in the spring)?

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2023 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Teachers (Case Managers)	Staff will be trained on assessment selection by using the, "Should My Student Take the Alternate Test", lecture-format and powerpoint.	12/07/2023	Completed

Resources and Technical Assistance

Does the member district require additional resources and technical assistance from the ISD or MDE to ensure students are being assessed using the most appropriate state summative assessment tool based on the state guidelines?

Yes No

Please detail the need for additional resources and technical assistance.

The Bangor School District special education teachers (case managers) would benefit from additional training that might help ensure that students are being assessed using the most appropriate state summative assessment tool based on the state guidelines.

Assurances

Please provide the following assurances.

The member district IEP Team members follow the state guidelines for participation in the alternate assessment.

Yes No

The member district allows IEP Team members to decide which students take an alternate assessment.

Yes No

The member district addresses any issues of disproportionality in statewide assessment.

Yes No

Member District Exceeding 1% Cap Justification Form FY 2023-2024

Member District: **Bloomington Public School District**

The *Every Student Succeeds Act* (ESSA) places a 1% cap on alternate assessment (MI-Access) participation at the state level. Member districts that contribute to the state exceeding its participation cap must submit information to the Intermediate School District (ISD) justifying the need to exceed the 1% threshold. In addition, ISDs that run programs (functioning as a member district) must complete the form as a member district.

Each ISD collects information from member districts to submit to the state.

Data

Below are the 1% Participation Rates for Bloomington Public School District:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	538	8	1.5
Mathematics	539	8	1.5
Science	243	2	0.8
Social Studies	243	2	0.8

By checking this box, the user acknowledges the data in the above table can be verified against the district level data provided in the ISD level report.

Contributing Factors

Did the district test fewer than 500 students total using statewide assessments?

Yes No

Did the district operate a center-based program or regional collaborative for students with the most significant cognitive disabilities (serving students from in and outside of the district within a region or ISD)?

Yes No

Please describe other justification:

We operate a program at the elementary and middle/high school for students with more significant disabilities. We also have one student under a 1751 contract who comes to us from Gobles. Last year we also had a family who came to us with three students with significant disabilities that increased the cohort. During IEP's over the course of the year we are following MDE's chart for decision making when determining alternative assessments.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	2.3%%

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2024 projected participation rate.

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	545
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	8
Projected Participation Rate for 2024	1.5%

Local Plan

Member districts are expected to provide professional development and technical assistance to staff to ensure high expectations are being held for all students, including students with the most significant cognitive disabilities. This includes reviewing local data, IEPs, student outcomes, and ISD feedback as part of that process.

Did the district provide professional development to new and existing staff regarding the definition of "Students with the Most Significant Cognitive Disabilities"?

Yes No

Did the district use a formal process to review and record decisions made by IEP Teams regarding assessment selection?

Yes No

Did the district use outcomes data (current and past results from MI-Access, district level data, progress monitoring data, and other formative classroom data) for the purposes of targeting instruction for students who took and are designated to take MI-Access?

Yes No

Did the district receive feedback on the participation rate for students taking MI-Access with recommended action from the ISD as a result of the submitted justification forms last year (this may have come later in the spring)?

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2023 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Staff and district administrators	Monthly team meetings with a review of guidance documents, Making Data Informed Decisions for State Assessments and "Should my student take an alternative Assessment"	12/12/2023	Planned

Resources and Technical Assistance

Does the member district require additional resources and technical assistance from the ISD or MDE to ensure students are being assessed using the most appropriate state summative assessment tool based on the state guidelines?

Yes No

Assurances

Please provide the following assurances.

The member district IEP Team members follow the state guidelines for participation in the alternate assessment.

Yes No

The member district allows IEP Team members to decide which students take an alternate assessment.

Yes No

The member district addresses any issues of disproportionality in statewide assessment.

Yes No

Member District Exceeding 1% Cap Justification Form FY 2023-2024

Member District: Covert Public Schools

The *Every Student Succeeds Act* (ESSA) places a 1% cap on alternate assessment (MI-Access) participation at the state level. Member districts that contribute to the state exceeding its participation cap must submit information to the Intermediate School District (ISD) justifying the need to exceed the 1% threshold. In addition, ISDs that run programs (functioning as a member district) must complete the form as a member district.

Each ISD collects information from member districts to submit to the state.

Data

Below are the 1% Participation Rates for Covert Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	160	4	2.5
Mathematics	161	4	2.5
Science	71	3	4.2
Social Studies	71	3	4.2

By checking this box, the user acknowledges the data in the above table can be verified against the district level data provided in the ISD level report.

Contributing Factors

Did the district test fewer than 500 students total using statewide assessments?

Yes No

Select the option that applies:

Fewer than 5 students took MI-Access. 5 or more students took MI-Access.

Did the district operate a center-based program or regional collaborative for students with the most significant cognitive disabilities (serving students from in and outside of the district within a region or ISD)?

Yes No

Please describe other justification:

Covert Public Schools does not operate a center based program. All center-based programs are operated by the county Intermediate School District.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	2.4%%

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2024 projected participation rate.

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	174
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	2
Projected Participation Rate for 2024	1.1%

Local Plan

Member districts are expected to provide professional development and technical assistance to staff to ensure high expectations are being held for all students, including students with the most significant cognitive disabilities. This includes reviewing local data, IEPs, student outcomes, and ISD feedback as part of that process.

Did the district provide professional development to new and existing staff regarding the definition of "Students with the Most Significant Cognitive Disabilities"?

Yes No

Did the district use a formal process to review and record decisions made by IEP Teams regarding assessment selection?

Yes No

Did the district use outcomes data (current and past results from MI-Access, district level data, progress monitoring data, and other formative classroom data) for the purposes of targeting instruction for students who took and are designated to take MI-Access?

Yes No

Did the district receive feedback on the participation rate for students taking MI-Access with recommended action from the ISD as a result of the submitted justification forms last year (this may have come later in the spring)?

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2023 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Teachers (Case Managers)	Staff will be trained on assessment selection by using the, "Should My Student Take the Alternate Test", lecture-format and powerpoint.	12/08/2023	Completed

Resources and Technical Assistance

Does the member district require additional resources and technical assistance from the ISD or MDE to ensure students are being assessed using the most appropriate state summative assessment tool based on the state guidelines?

Yes No

Assurances

Please provide the following assurances.

The member district IEP Team members follow the state guidelines for participation in the alternate assessment.

Yes No

The member district allows IEP Team members to decide which students take an alternate assessment.

Yes No

The member district addresses any issues of disproportionality in statewide assessment.

Yes No

Member District Exceeding 1% Cap Justification Form FY 2023-2024

Member District: Hartford Public Schools

The *Every Student Succeeds Act* (ESSA) places a 1% cap on alternate assessment (MI-Access) participation at the state level. Member districts that contribute to the state exceeding its participation cap must submit information to the Intermediate School District (ISD) justifying the need to exceed the 1% threshold. In addition, ISDs that run programs (functioning as a member district) must complete the form as a member district.

Each ISD collects information from member districts to submit to the state.

Data

Below are the 1% Participation Rates for Hartford Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	661	13	2
Mathematics	662	13	2
Science	291	4	1.4
Social Studies	290	3	1

By checking this box, the user acknowledges the data in the above table can be verified against the district level data provided in the ISD level report.

Contributing Factors

Did the district test fewer than 500 students total using statewide assessments?

Yes No

Did the district operate a center-based program or regional collaborative for students with the most significant cognitive disabilities (serving students from in and outside of the district within a region or ISD)?

Yes No

Please describe other justification:

Our district operates 3 programs ranging from elementary to secondary for students with moderate-severe cognitive impairment. These programs are not regionalized, but as a result of having these programs available within our local district, we have many students with significant cognitive impairments who attend within their local school instead of attending in a separate facility or center-based special education program elsewhere.

We also have numerous students who attend within our programs for moderate-severe cognitive impairment who have enrolled in our district through the school of choice process. They are non-residents, but our district's program attracted them to enroll, because such programs were not available in their resident district.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	2%%

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2024 projected participation rate.

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	713
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	10
Projected Participation Rate for 2024	1.4%

Local Plan

Member districts are expected to provide professional development and technical assistance to staff to ensure high expectations are being held for all students, including students with the most significant cognitive disabilities. This includes reviewing local data, IEPs, student outcomes, and ISD feedback as part of that process.

Did the district provide professional development to new and existing staff regarding the definition of "Students with the Most Significant Cognitive Disabilities"?

Yes No

Did the district use a formal process to review and record decisions made by IEP Teams regarding assessment selection?

Yes No

Did the district use outcomes data (current and past results from MI-Access, district level data, progress monitoring data, and other formative classroom data) for the purposes of targeting instruction for students who took and are designated to take MI-Access?

Yes No

Did the district receive feedback on the participation rate for students taking MI-Access with recommended action from the ISD as a result of the submitted justification forms last year (this may have come later in the spring)?

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2023 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Teachers and Ancillary Staff	District Spec Ed Department Meeting. Reviewed students assigned to MI-ACCESS, their disability areas, cognitive levels, and adaptive scores. Reviewed 1% CAP, justification forms, and additional activities report. Reviewed the MDE criteria for significant cognitive disability.	03/29/2023	Completed
Special Education Teachers and Ancillary Staff	District Spec Ed Department Meeting. Reviewed students assigned to MI-ACCESS, their disability areas, cognitive levels, and adaptive scores. Reviewed 1% CAP, justification forms, and additional activities report. Reviewed the MDE criteria for significant cognitive disability. Discussed the MDE requirement that districts reevaluate cognitive and adaptive levels for all students taking MI-ACCESS every 3 years and how this is extremely excessive given cognitive and adaptive scores typically don't fluctuate or change much over time for individuals with cognitive impairment. Also discussed how this puts a burden on districts given the school psychologist shortages, etc...	09/20/2023	Completed
District Administrative Team	District Administrative Meeting. Reviewed changes to MI-ACCESS requirements and cut-score ranges for considering the students with most significant cognitive deficits. Discussed the requirement for additional school psychologist testing every three years, even though evaluations should be conducted for change in eligibility purposes and not for state assessment participation purposes.	09/27/2023	Completed

Resources and Technical Assistance

Does the member district require additional resources and technical assistance from the ISD or MDE to ensure students are being assessed using the most appropriate state summative assessment tool based on the state guidelines?

Yes No

Assurances

Please provide the following assurances.

The member district IEP Team members follow the state guidelines for participation in the alternate assessment.

Yes No

The member district allows IEP Team members to decide which students take an alternate assessment.

Yes No

The member district addresses any issues of disproportionality in statewide assessment.

Yes No

Member District Exceeding 1% Cap Justification Form FY 2023-2024

Member District: Lawton Community School District

The *Every Student Succeeds Act* (ESSA) places a 1% cap on alternate assessment (MI-Access) participation at the state level. Member districts that contribute to the state exceeding its participation cap must submit information to the Intermediate School District (ISD) justifying the need to exceed the 1% threshold. In addition, ISDs that run programs (functioning as a member district) must complete the form as a member district.

Each ISD collects information from member districts to submit to the state.

Data

Below are the 1% Participation Rates for Lawton Community School District:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	546	7	1.3
Mathematics	546	7	1.3
Science	243	4	1.6
Social Studies	243	4	1.6

By checking this box, the user acknowledges the data in the above table can be verified against the district level data provided in the ISD level report.

Contributing Factors

Did the district test fewer than 500 students total using statewide assessments?

Yes No

Did the district operate a center-based program or regional collaborative for students with the most significant cognitive disabilities (serving students from in and outside of the district within a region or ISD)?

Yes No

Please describe other justification:

?Lawton is a small school district and each assessment decision is made as an IEP team using student data. The size of the school and individual student needs greatly affect the district's participation rates. Each special education case manager, ancillary staff member, and district representative are given training and resources to support and guide IEP decision making. This ensures that each child with an IEP is assessed using the appropriate instrument.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	1.3%%

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2024 projected participation rate.

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	540
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	6
Projected Participation Rate for 2024	1.1%

Local Plan

Member districts are expected to provide professional development and technical assistance to staff to ensure high expectations are being held for all students, including students with the most significant cognitive disabilities. This includes reviewing local data, IEPs, student outcomes, and ISD feedback as part of that process.

Did the district provide professional development to new and existing staff regarding the definition of "Students with the Most Significant Cognitive Disabilities"?

Yes No

Did the district use a formal process to review and record decisions made by IEP Teams regarding assessment selection?

Yes No

Did the district use outcomes data (current and past results from MI-Access, district level data, progress monitoring data, and other formative classroom data) for the purposes of targeting instruction for students who took and are designated to take MI-Access?

Yes No

Did the district receive feedback on the participation rate for students taking MI-Access with recommended action from the ISD as a result of the submitted justification forms last year (this may have come later in the spring)?

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2023 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Department	Whole department IEP Development training. Topics and resources to include State Assessment selection.	12/18/2023	Planned

Resources and Technical Assistance

Does the member district require additional resources and technical assistance from the ISD or MDE to ensure students are being assessed using the most appropriate state summative assessment tool based on the state guidelines?

Yes No

Assurances

Please provide the following assurances.

The member district IEP Team members follow the state guidelines for participation in the alternate assessment.

Yes No

The member district allows IEP Team members to decide which students take an alternate assessment.

Yes No

The member district addresses any issues of disproportionality in statewide assessment.

Yes No

Member District Exceeding 1% Cap Justification Form FY 2023-2024

Member District: Michigan Online School

The *Every Student Succeeds Act* (ESSA) places a 1% cap on alternate assessment (MI-Access) participation at the state level. Member districts that contribute to the state exceeding its participation cap must submit information to the Intermediate School District (ISD) justifying the need to exceed the 1% threshold. In addition, ISDs that run programs (functioning as a member district) must complete the form as a member district.

Each ISD collects information from member districts to submit to the state.

Data

Below are the 1% Participation Rates for Michigan Online School:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	300	6	2
Mathematics	299	5	1.7
Science	195	2	1
Social Studies	195	2	1

By checking this box, the user acknowledges the data in the above table can be verified against the district level data provided in the ISD level report.

Contributing Factors

Did the district test fewer than 500 students total using statewide assessments?

Yes No

Select the option that applies:

Fewer than 5 students took MI-Access. 5 or more students took MI-Access.

Did the district operate a center-based program or regional collaborative for students with the most significant cognitive disabilities (serving students from in and outside of the district within a region or ISD)?

Yes No

Please describe other justification:

Small percentage of students taking and participating in the alternate state assessment and testing fewer than 500 students overall.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	0.8%%

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2024 projected participation rate.

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	538
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	14
Projected Participation Rate for 2024	2.6%

Local Plan

Member districts are expected to provide professional development and technical assistance to staff to ensure high expectations are being held for all students, including students with the most significant cognitive disabilities. This includes reviewing local data, IEPs, student outcomes, and ISD feedback as part of that process.

Did the district provide professional development to new and existing staff regarding the definition of "Students with the Most Significant Cognitive Disabilities"?

Yes No

Did the district use a formal process to review and record decisions made by IEP Teams regarding assessment selection?

Yes No

Did the district use outcomes data (current and past results from MI-Access, district level data, progress monitoring data, and other formative classroom data) for the purposes of targeting instruction for students who took and are designated to take MI-Access?

Yes No

Did the district receive feedback on the participation rate for students taking MI-Access with recommended action from the ISD as a result of the submitted justification forms last year (this may have come later in the spring)?

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2023 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
All special education staff and principals and other district reps	-weekly department meetings where we discuss programming decisions and compliance related topics	09/12/2023	Completed
All special education staff	training on decisions impacting students as it relates to state assessment and programming and LRE	12/19/2023	Planned

Resources and Technical Assistance

Does the member district require additional resources and technical assistance from the ISD or MDE to ensure students are being assessed using the most appropriate state summative assessment tool based on the state guidelines?

Yes No

Assurances

Please provide the following assurances.

The member district IEP Team members follow the state guidelines for participation in the alternate assessment.

Yes No

The member district allows IEP Team members to decide which students take an alternate assessment.

Yes No

The member district addresses any issues of disproportionality in statewide assessment.

Yes No

Member District Exceeding 1% Cap Justification Form FY 2023-2024

Member District: Paw Paw Public School District

The *Every Student Succeeds Act* (ESSA) places a 1% cap on alternate assessment (MI-Access) participation at the state level. Member districts that contribute to the state exceeding its participation cap must submit information to the Intermediate School District (ISD) justifying the need to exceed the 1% threshold. In addition, ISDs that run programs (functioning as a member district) must complete the form as a member district.

Each ISD collects information from member districts to submit to the state.

Data

Below are the 1% Participation Rates for Paw Paw Public School District:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1103	14	1.3
Mathematics	1101	14	1.3
Science	481	8	1.7
Social Studies	479	7	1.5

By checking this box, the user acknowledges the data in the above table can be verified against the district level data provided in the ISD level report.

Contributing Factors

Did the district test fewer than 500 students total using statewide assessments?

Yes No

Did the district operate a center-based program or regional collaborative for students with the most significant cognitive disabilities (serving students from in and outside of the district within a region or ISD)?

Yes No

Please describe other justification:

Paw Paw Public School District has 4 separate classrooms servicing students grades kindergarten through twelfth with significant needs requiring more resource minutes throughout the school day. The teachers use modified curriculums that focus on Michigan's essential elements for instruction. Our district also services students from neighboring districts where family's have opted to enroll with Paw Paw through school of choice. Some of these students require alternate assessments and as such has increased participation rates.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	1%%

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2024 projected participation rate.

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	1099
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	13
Projected Participation Rate for 2024	1.2%

Local Plan

Member districts are expected to provide professional development and technical assistance to staff to ensure high expectations are being held for all students, including students with the most significant cognitive disabilities. This includes reviewing local data, IEPs, student outcomes, and ISD feedback as part of that process.

Did the district provide professional development to new and existing staff regarding the definition of "Students with the Most Significant Cognitive Disabilities"?

Yes No

Did the district use a formal process to review and record decisions made by IEP Teams regarding assessment selection?

Yes No

Did the district use outcomes data (current and past results from MI-Access, district level data, progress monitoring data, and other formative classroom data) for the purposes of targeting instruction for students who took and are designated to take MI-Access?

Yes No

Did the district receive feedback on the participation rate for students taking MI-Access with recommended action from the ISD as a result of the submitted justification forms last year (this may have come later in the spring)?

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2023 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
Administrative Staff	Present at Administrative staff meeting reminders on the process on completing and documenting assessment decisions.	01/16/2024	Planned
Special Education Teachers and Ancillary Staff	Present at staff meeting reminders on the process on completing and documenting assessment decisions. Review should My Student Take an Alternate Assessment flowchart provided by MDE.	01/10/2024	Planned

Resources and Technical Assistance

Does the member district require additional resources and technical assistance from the ISD or MDE to ensure students are being assessed using the most appropriate state summative assessment tool based on the state guidelines?

Yes No

Assurances

Please provide the following assurances.

The member district IEP Team members follow the state guidelines for participation in the alternate assessment.

Yes No

The member district allows IEP Team members to decide which students take an alternate assessment.

Yes No

The member district addresses any issues of disproportionality in statewide assessment.

Yes No